DOCUMENT RESUME

ED 177 289 CE 018 847

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TITLE A Survey to Determine If Specialized Library Staff Are Available for Adult Education Programs.
PUB DATE Dec 77
NOTE 33p.; Not available in paper copy due to light print; For a related document see CE 018 848

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Libraries; *Adult Education; *Adult Education Programs; Colleges; Higher Education; *Librarians; Library Education; Library Facilities; Library Science; Manpower Needs; Needs Assessment; State Surveys; Universities
IDENTIFIERS *New Jersey

ABSTRACT

Objectives of a survey of New Jersey colleges and universities were to identify institutions that offered programs or courses in adult education or maintain learning centers and to ascertain if library staff members were available for reading guidance and resource improvement. Based on a literature review, a questionnaire was developed and mailed to forty-eight two- and four-year community, public, and private (but not religious-affiliated) colleges and universities in the state. Along with basic information on the different types of adult education programs offered, the questionnaire sought data on the location of activities (e.g., main campus, extension center, public library), length of time the program has been in operation, organizational structure (department responsible to within the school), institutional cooperation, and facilities. Of the forty-four institutions responding, thirty-six had operating adult education programs: adult basic education, continuing education, community education, high school equivalency, etc. Only ten had proper facilities; others used the general library or had no resources whatsoever. Only twelve indicated that they had a librarian trained in adult education background to keep up with new materials, grants, research, etc. However, twenty-four indicated that their programs could use a specialized professional staff member. Recommendations were made to include specialized courses in adult education librarianship in all library school curriculums in New Jersey. (Questionnaire is included.) (JT)

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A SURVEY TO DETERMINE IF SPECIALIZED LIBRARY STAFF ARE AVAILABLE FOR ADULT EDUCATION PROGRAMS

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December 1977

CE 018 847

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

This survey was conducted to determine if specialized library staff members are available for assistance in Adult Education Programs. Forty-eight institutions of Higher Education in New Jersey were surveyed about their programs in Adult Education. Thirty-six of these institutions have operating Adult Education Programs: Adult Basic Education, Continuing Education, Community Education, High School Equivalency Testing etc. These colleges and universities are all engaged in applying the resources of their scholars and educators to the task of creating and offering a wide range of subjects and methods appropriate to adults. For any program or project to work successfully resources and materials must be appropriate, current and available. Only ten institutions surveyed had proper resources facilities where the others used the general library or had no resources whatsoever. Only twelve respondents indicated that they had a librarian trained in an Adult Education background to keep up with the new influx of adult education materials, grants, research etc. However, of the thirty-six respondents, twenty-four indicated that their program could use such a professional staff member.

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Resulting information showed that there is a need for additional services of Adult Education librarians to meet the plans for the future. Recommendations were made to include specialized courses in Adult Education Librarianship in all Library School curriculums in New Jersey.

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I. STATEMENT OF THE PROBLEM

Trends in education today point clearly to the development of more learning opportunities for the adult population. These learning opportunities need to be made available, and used, in order to meet the economic and human needs of growing population, especially in metropolitan areas. New Jersey is included in one of these areas.

New Jersey has been offering learning opportunities to adults in many areas such as Adult Basic Education, Continuing Education, Community Education, High School Equivalency, etc. This emphasis on Adult Education programs has been an ongoing project of the New Jersey Department of Education, the local school districts, and to some extent by the community colleges and the New Jersey State Colleges.

This new growth of adult education programs and services in institutions of higher education has prompted the Media Communication Science Department of Trenton State College to investigate if special library and informational needs of these programs are being met, namely, are there specialized library staff members to help advise and supply information for students and staff of these programs.

With the growth of new adult education programs, like any new programs, special planning, curriculums, and resources are necessary for successful implementation.

Every institution of higher education in the State of New Jersey has a highly trained library staff to meet the special

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needs of a particular institution. Whether specializing in education, business, science, or liberal arts, each college has expertly trained personnel to serve as reader advisor or reference person in a particular discipline to meet the needs of supplying instructors and readers materials and assist with research and scholarship.

Colleges and universitites are only beginning to serve those who seek to gain knowledge and skills through Adult Education programs. While the general shape of that field is no longer as obscure as it used to be, it still has years of continued growth and change. Many of the fundamental principles which underlie successful theory and practice still have to be discovered, in part because we do not yet know how to state the questions which will produce the answers needed, and libraries are a likely source to pull it together.

Therefore, the purpose of the study is to examine institutions that offer programs or courses in adult education or maintain learning centers and to ascertain if a library staff member is available for reading guidance and resource improvement.

The question of whether libraries should engage in adult education activities--a legitimate question which many librarians might raise--will not be discussed in this study. Rather, it will examine whether professional library staff are helping New Jersey meet the needs of the growing adult education programs and if not, whether these needs should be recognized and restored.

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The study also will be used to compile basic information on the different types of adult education programs in New Jersey. Along with determining whether a specialized librarian is available for assisting in these programs, information will be gathered on the location of activities, age of program, organizational structure, institutional cooperation and facilities.

This information will be compiled for future use in other planned studies concerning Adult Education in the State of New Jersey.

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II. THE HYPOTHESIS

The hypothesis of this study will be to determine the following relationship:

THERE WILL BE NO SIGNIFICANT RELATIONSHIP BETWEEN THE PRESENCE OF AN ADULT EDUCATION PROGRAM AT AN INSTITUTION OF HIGHER EDUCATION IN NEW JERSEY AND THE PRESENCE OF A SPECIALIZED ADULT EDUCATION LIBRARY STAFF MEMBER.

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III. BACKGROUND AND SIGNIFICANCE OF STUDY

Because the area of adult education has been growing rapidly in the last decade, it is essential that the institutions have the specialized staff to carry out its commitment to the continuing education of adults. This specialized staff should include a professional librarian with a background in education to provide resources and service to adult students and those who teach or guide adult students as well as those who teach courses in adult education.

A literature review of educational and library services indicated that a large part of the reason for the gap between educational preparation and life needs in this technological age is that educational institutions view their mission as the transfer and preservation of cultures rather than as the change agent for those cultures. The growth of adequate adult education has been hampered because American colleges and universities have clung to their traditions of higher education as a luxury or of higher education as a finely selective process of training specialists, scholars, and professionals.

It was the public library that first realized its potential role in adult education in the United States. Lee (1966) and Monroe (1963) explored the historical development of the conception of adult education within the public library. Since 1926, when the American Library Association's Committee on the Library and Adult Education, financed by a grant from the

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Carnegie Corporation wrote its first report (American Library Association, 1926), the purpose has not changed, but the scope and practice of the library's role has greatly expanded as studied by Johnson (1938) and Wilson (1937).

A survey of adult education in public libraries made by the American Library Association in 1953 (Smith, 1954) by means of a grant from the Fund on Adult Education, explored the extent of group service given by public libraries. Other grants have enabled the American Library Association to experiment with several kinds of programs in a variety of types of libraries, which indicate that the public library's role in the field as a varied, active, and expanding one.

Studies by Houle (1974), Mavor (1976), Texas University (1973), and the Appalachian Adult Education Center (1973), express the need for special training of the library staff in the public libraries and explain role expectations and specialized personnel needs, functions, and responsibilities in both the library and adult education center. Research by Newman (1975) and Fleming (1974) point out the need for the interchange of ideas and cooperation to develop literacy services between adult education programs and libraries.

The report of the President's Commission of Higher Education (1948) states that "adult education. . . should become the responsibility of every department of the college, and universities should become a "community college." The report of the Malmo Seminar in 1951 emphasized community

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study; effective organization of the library to fulfill its educational function; the use of audio-visual materials and resources; group methods and mass media. It stressed the necessity for the librarians taking an active role in the work of stimulating adults to learn. (Houle, 1951).

An unpublished dissertation by Nelson made a summary recommendation that there should be special training of librarians for careers in adult services and resources. Penland's (1976) findings imply the need of professional librarians with training in adult education psychology and learning patterns rather than the usual preparation of instructing everyday library usage.

And most recently Malcolm Knowles in a paper presented at the Continuing Library Education Network and Exchange Assembly in January 1976 stated that lifelong learning will require resource centers with specially trained professional resource librarians.

This review of the literature showed little research or studies dealing in the area of university or college libraries' role in adult education. A survey by Ash (1974) indicates only three libraries (public and educational) in the United States with special holdings in the area of adult education. Young's (1974) directory revealed no specialized library in New Jersey dealing with adult education.

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Hopefully this study will indicate whether or not New Jersey institutions of higher learning are ready to meet future growth of adult education programs by providing specialized library staff who are trained in this field to help with resources and as reader advisors. It should also provide additional information to current research in librarianship. The data from this research should make the administration of Trenton State College and other institutions aware of this need and alert the Department of Media Communication Science to include new courses in the field of librarianship specializing in adult education for its proposed Master's Degree in Educational Media.

IV. DEFINITION OF TERMS

ADULT EDUCATION PROGRAMS - services offered in higher education institutions dealing with adult students--learning centers specifically designed for adult students; basic education and skill development; or formal courses in adult education, i.e., the training of adult educators or program development.

ADULT STUDENTS - learners attending an institution of higher education who are continuing their education after a time lapse from high school graduation whether it be in formal studies or basic education, academic or vocational.

HIGHER EDUCATION INSTITUTIONS - community colleges, private four year and state colleges in New Jersey.

READER'S ADVISOR - library staff member who is specially trained in a particular discipline involving analysis of specific needs, guided progression, and specific educational objectives, over and beyond the promotion of reading in general or provision of pleasant entertainment.

SPECIALIZED LIBRARY STAFF - a professional librarian with a Master's Degree in Library Science with an additional Master's Degree in Education or Adult Education.

V. LIMITATIONS OF THE STUDY

There are several limitations to this study:

- -It will not be concerned with local level adult education programs but only those involved in higher education.
- -It will only survey the community, private, public four-year colleges, and universities but not the religious affiliated schools.
- -It will only survey those institutions in New Jersey.

VI. BASIC ASSUMPTIONS

There are several assumptions being made for the purpose of this study:

-- That there exists adult education programs at the institutions of higher learning

-- That there exists professional library staffs to assist in adult education

-- That there exists a need for such specialized library service.

-- That librarians need special training in adult education

VII. PROCEDURES FOR COLLECTING DATA

The data was collected by means of a survey questionnaire mailed to the Directors of Adult Education programs or to the person who coordinates a similar program (Continuing Education, Community Education, etc.). The mailing included two-year as well as four-year institutions in New Jersey. The listing was compiled from information in Peterson's Annual Guide to Undergraduate Study; Two-Year and Four-Year Undergraduate Institutions in the U. S. and Canada.

The questionnaire included a cover letter explaining to the directors the purpose of the survey and procedures for mailing. (See Appendix I). The questionnaire was organized by topic with several statements to choose from in order to analyze the data. It was not an attitude survey; it asked for information dealing with program structure, location, age of program, organizational structure, institutional cooperation, advising, specialized staff, needs, and resource centers. (See Appendix III).

A stamped, self-addressed envelope will be provided for the directors convenience. Respondents will be asked to return the questionaire by June 6, 1977.

The items in the questionnaire were comiled from infor-

mation gathered from the review of the literature and from personal discussion with directors of adult education programs. The questionnaire was also given a pilot study by several directors who offered suggestions and changes.

A follow-up letter and a copy of the questionnaire was sent out to those directors not responding within two weeks of the original mailing. (see Appendix II)

VIII. RESULTS

A cross-sectional approach was utilized in this survey using the non-probability sampling techniques of purposive sampling. The hypothesis of this study was to determine the following relationship:

THERE WILL BE NO SIGNIFICANT RELATIONSHIP BETWEEN THE PRESENCE OF AN ADULT EDUCATION PROGRAM AT AN INSTITUTION OF HIGHER EDUCATION IN NEW JERSEY AND THE PRESENCE OF A SPECIALIZED ADULT EDUCATION LIBRARY STAFF MEMBER.

PRESENCE OF AN ADULT EDUCATION PROGRAM

		YES	NO	TOTAL
Presence of A specialized Library Staff Member	YES	12	8	20
	NO	24	0	24
TOTAL		36	8	44=N (total number of responses)

$$x^2 = \frac{N(|AD-BC| - \frac{N}{2})^2}{(A+B)(C+D)(A+C)(B+D)}$$

$$x^2 = 9.416$$

From the forty-eight institutions which were sent the questionnaire, forty-four directors of the adult education programs responded, that is 91.7% of the questionnaires were

returned. Of the forty-eight responses, twelve indicated that the institutions had an Adult Education Program with a specialized library staff member (with an Adult Education or Education background) to help advise, select materials, offer reference services etc. Twenty-four of the institutions responding indicated that the institution had a program in Adult Education but did not have a specialized staff member to assist with research or advising. Eight institutions of Higher Education in New Jersey did not have an operating program in Adult Education.

x^2 was determined by using the above chi-square formula from Siegel.* Using the desired level of significance ($\alpha = .05$), and with the caculated degree of freedom which is 1, the critical x^2 value at $\alpha = .05$ is 3.84. The caculated x^2 value was found to be 9.416.

$$c = \sqrt{\frac{x^2}{n + x^2}}$$

$$c = \sqrt{\frac{9.416}{44+9.416}}$$

$$c = 0.4198$$

* inasmuch as it has the additional advantage of incorporating a correction for continuity which markedly improves the approximation of the distribution of the computed x^2 by the chi-square distribution.

It was determined that the contingency coefficient was significantly different from zero and that the x^2 value of 9.146 was greater than the critical value of 3.84 with a level of signifance beter than .01; therefore the null hypothesis has been rejected.

IX. SUPPORTING DATA

This survey was conducted primarily to determine whether specialized library staff were available to Adult Education programs in institutions of Higher Education in New Jersey. Along with this data, additional questions were asked of the program directors concerning types of programs, locations, age, organizational structure, institutional cooperation, advising and resource centers. The following information was gathered from the questionnaire where directors were asked to check all the areas which pertained to their institution.

1. *ADULT EDUCATION PROGRAMS (areas which are included at the institution)*

1.	*Adult Basic Education*	14
2.	*Continuing Education*	30
3.	*Learning or Resource Centers for AE*	13
4.	*Community Education*	18
5.	*High School Equivalency*	16
6.	*Graduate or Undergraduate Major in AE*	0
7.	*Graduate or Undergraduate Courses in AE*	6
8.	*Other: GED testing, ESL, foreign language*	3

2. *LOCATION OF LEARNING ACTIVITIES (primary site for program)*

1.	*Main Campus*	31
2.	*Learning or Extension Center*	12
3.	*Community Center or Agency*	2
4.	*Public Library*	2
5.	*Other: McGraw Hill (industry)*	1

3. *AGE OF PROGRAM (approximate years program has been operating)*

1.	*Less than one*	1
2.	*One to two*	2
3.	*Three to five*	9
4.	*Six to ten*	12
5.	*More than ten*	12

4. *ORGANIZATIONAL STRUCTURE (department or academic office the program is directly responsible to)*

1.	*Adult Education*	4
2.	*Continuing Education*	15
3.	*Academic Office* *	13
4.	*Other* **	3

* *Academic Office: Academic Affairs (4), Evening School Dean, Dean of Education; Department of Professional Education*

** *Other: Community Services Division*

5. *INSTITUTIONAL COOPERATION (programs operated by institution alone or part of a co-op with another institution or agency)*

1.	*Institution Alone*	26
2.	*Co-op with another Educational Institution* *	5
3.	*Co-op with another Non-Education Institution or Agency*	1
4.	*Combination*	3
5.	*Other: Thomas A. Edison College*	1

6. *ACADEMIC ADVISEMENT (who provides advisement to students in this program)*

1.	*Faculty*	17
2.	*Adult Education Staff*	11
3.	*Administrative Staff*	16
4.	*Other**	4

*None; counselors; extension; bi-lingual staff

7. *SPECIALIZATION NEEDS (could program use a professional staff member with Adult Education experience to help advise, select materials, offer reference services etc.)*

1.	*Yes, full-time*	11
2.	*Yes, part-time*	13
3.	*No*	12
4.	*Other: Adequate*	1

8. *RESOURCE CENTER (does institution have a facility to house books, materials, media on Adult Education separate from the library's holdings)*

1.	*Separate Facility*	7
2.	*Part of Facility or Room*	3
3.	*Uses Library*	15
4.	*No collection to house*	9
5.	*Other: planning*	2

X. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Because of this nation's historical commitment to post-secondary education and training, it has resources unmatched by any other country for training virtually every occupation and avocation. To benefit from this rich array of resources usually available even at the local level, the potenial student often needs information he does not now have. Adult students, teachers of adult education, and directors of adult education programs need a means of access to educational resources.

Of the forty-eight institutions of Higher Education in New Jersey, thirty-six of these institutions have an operating adult education program: may it be Adult Basic Education, Continuing Education, Community Education, High School Equivalency Testing etc. Only eight institutions do not have any type of Adult Education Program. This is a fair indication that New Jersey is prepared to offer on-going services in permanent educational institutions. These colleges and universities are all engaged in applying the resources of their scholars and educators to the task of creating and offering a wide range of subjects and methods appropriate to adults. Many are planning to make an expanded program of liberal courses, both formal and informal.

For any program or project to work successfully, resources and materials must be appropriate, current and

available. However, only ten of the institutions surveyed indicated that they did have a separate Adult Education Library or facility, while fifteen institutions use the services of the institution's general library. Nine of those surveyed indicated that they have no resources or materials available for their programs. Adequate or successful programs cannot survive if there are no learning materials or resources to serve the needs of these programs. Likewise, only twelve respondents indicated that their Adult Education program had access to a librarian who was specially trained in the area of adult education or education in general, to keep up with the new influx of adult education materials, grants, research etc. Of the thirty-six respondents, twenty-four indicated that their program could use a professional library staff member with Adult Education experience to help advise, select materials and offer reference services in their institutions.

This resulting information shows that there is a need in New Jersey Higher Education Institutions for additional services of Adult Education librarians. The area of Adult Education Librarianship is not unique, but with new trends, theories and practices, special training will be needed to meet the plans for the future. Therefore, the results of this study will be presented to the Media Communication Science Department at Trenton State College to include new courses in the field of librarianship specializing in Adult

Education for its proposed Master's Degree in Educational Media. This information will also be made available in another report to the Graduate School of Library Service at Rutgers University (New Jersey) which will recommend adding courses in Adult Education Librarianship to its present program.

Public libraries have long been servicing the needs of Adult Education in community programs or in conjunction with other extension agencies. Now with increased interest in the colleges and universities, standards must be set, significant literature must be distributed and new research in the field must be made readily available.

This potential for improvement of services through the help of trained librarians with knowledge of the wide range of materials will serve as aids to learning not just merely providing programs of learning.

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Appendix I

May 16, 1977

Dear Director,

I am currently doing research on the role of librarians in Adult Education. Past research has indicated that the public libraries have been taking an active role in Adult Education but there is little evidence of such a role in New Jersey community and four year colleges.

You could help my research by completing the enclosed questionnaire-- it should only take a few minutes-- and returning it in the enclosed envelope by June 6, 1977.

If you think the questionnaire could be answered more completely by another office or department, would you please pass the letter and questionnaire on to the right place. It is difficult to determine from the basic lists of institutions the current divisions and directors of Adult Education in the State.

Should there be no Adult Education program please indicate this and return the questionnaire.

If you have any additional comments or questions, they are welcome.

I thank you in advance for your help!

Sincerely,

Penny Pypcznski
Department of Media
Communication Science
Trenton State College

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Enc.

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Trenton State College, Trenton, New Jersey 08625

TRENTON STATE COLLEGE

Appendix II

June 3, 1977

Dear Director,

On May 16, 1977 I wrote to you asking for help in my research on the role of the librarian in Adult Education. Past research has indicated that the public libraries have been taking an active role in Adult Education but there is little evidence of such a role in New Jersey community and four-year colleges.

As of this date I have not received a reply from you. I know the end of the school year is a busy time for all of us but you would help my research tremendously - it should only take a few minutes and return it in the enclosed envelope by June 13th, 1977.

If you think the questionnaire could be answered more completely by another office or department, would you please pass the letter and questionnaire on to the right place. It is difficult to determine from the basic lists of institutions the current divisions and directors of adult education in the State.

Should there be no such program please indicate this and return the questionnaire.

If you have any additional comments or questions, they are welcome.

I thank you in advance for your help!

Sincerely,

Penny Pypcznski
Dept. of Media Communication Science
Trenton State College

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*ADULT EDUCATION PROGRAMS: check all areas which are included in your institution.		*LOCATION: check primary site for each program. 1 2 3 4 5	**AGE OF PROGRAM: check approximate number of years each program. 1 2 3 4 5
Adult Basic Education	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Continuing Education	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Learning or Resource Centers for Adult Education	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Community Education	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
High School Equivalency	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Graduate or Undergraduate Major in Adult Education	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Graduate or Undergraduate Courses in Adult Education	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Other _____	☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
_____			

*LOCATIONS:

1. Main Campus
2. Learning or Extension Center
3. Community Center or Agency
4. Public Library
5. Other

**AGE OF PROGRAM:

1. Less than One
2. One to Two
3. Three to Five
4. Six to Ten
5. More than Ten

ORGANIZATIONAL STRUCTURE: Check what department or academic office the program is directly responsible to.

1. Adult Education
2. Continuing Education
3. Academic Office (please indicate) _____
4. Other (please indicate) _____

INSTITUTIONAL COOPERATION: Check if the program operates by your institution alone or a part of a co-op with another institution or agency.

1. Institution alone
2. Co-op with another educational institution
3. Co-op with another non-educational institution or agency
4. Combination
5. Other (please specify _____

ACADEMIC ADVISING: Check who provides advisement to students in this program.

1. Faculty
2. Adult Education Staff
3. Administrative Staff
4. Other (please specify) _____

SPECIALIZED STAFF: Check if the program includes a librarian with Adult Education background to help advise, select material, offer reference service, etc.

1. Librarian, full-time
2. Librarian, part-time
3. No librarian
4. Other (please specify) _____

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SPECIALIZATION NEEDS: Check if institution have a facility to house books, materials, media on adult education separate from the library's holdings?

1. Separate facility
2. Part of facility or room
3. Uses the library
4. No collection to house
5. Other (please specify) _____

NAME AND ADDRESS OF DIRECTOR OR COORDINATOR OF ADULT EDUCATION

_____

_____

_____

_____

NAME AND ADDRESS OF ADULT EDUCATION LIBRARIAN

_____

_____

_____

_____

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